

## **Mount Greylock Regional School District School Committee**

**Location: Zoom Remote Meeting**

**Date: Thursday, March 25, 2021 Time: 6:01pm**

Present: Christina Conry, Carrie Greene, Michelle Johnson, Jose Constantine, Julia Bowen, Curtis Elfenbein, Steve Miller

Also present: Jason McCandless, Joe Bergeron

- I. Call to order
- II. MISSION: At Mount Greylock Regional School District, our mission is to create a community of learners working together in a safe and challenging learning environment that encourages restorative-based processes, respect, inclusive diversity, courtesy, integrity, and responsibility through high expectations and cooperation resulting in life-long learning and personal growth.
- III. Public Comment
- IV. Approval of minutes- March 11, 2021 VOTE
- V. FY22 Budget Discussion VOTE
- VI. Gift from Adams Community Bank to MGRS for 2021 Graduation VOTE
- VII. Policy Subcommittee: Face Coverings Policy (EBCFA) update VOTE
- VIII. Finance Subcommittee Update
- IX. Superintendent Updates: A. School Re-opening B. Tiered Monitoring Visit--Patrick Priester
- X. Upcoming meetings: A. Finance Subcommittee Meeting - April 8, 2021 at 4 PM B. School Committee Meeting - April 8, 2021 at 6 PM C. Finance Subcommittee Meeting - April 22, 2021 at 4 PM
- XI. Motion to move into Executive Session with intent to return to open session per M.G.L. Section 21(a)(3) to discuss strategy with respect to collective bargaining (Cafeteria Workers) as an open meeting may have a detrimental effect on the bargaining of the School Committee and the Chair so declares
- XII. Approve recommendation for leave VOTE
- XIII. XIII. Motion to adjourn

## **MINUTES:**

- I. Call to order at 6:01pm
- II. MISSION: At Mount Greylock Regional School District, our mission is to create a community of learners working together in a safe and challenging learning environment that encourages restorative-based processes, respect, inclusive diversity, courtesy, integrity, and

responsibility through high expectations and cooperation resulting in life-long learning and personal growth.

III. Public Comment  
None

IV. Approval of minutes- March 11, 2021 VOTE

Moved by Curtis, seconded by Jose.

Julia: Section 3: Budget presentation: says presentation on resources district planning on bringing on, says a DEI, heard it differently as work to do before get there. Reads as there will be one in next budget.

Jake: Happy to clarify: the iBerkshires caught the correct nuance: mishearing extended to another news source in Berkshire county as a definite. What I said was something to the effect that it is not a question of if, from my perspective as superintendent, but when, and right now in this current budget is not necessarily the when. We have a lot of work to do to get from leader of the district on down more practiced and adept / better tool kit to be full allies to a host of different types of students before a position like this will be anything but a frustration for an individual. Can talk a bit more about this in the budget presentation, your hearing is what I did mean to say. Appreciate efforts of people in the town, but let us do our work first in strategic planning and have this as an organic outgrowth.

Carrie: Maybe remove that phrase from that sentence. Say the superintendent is considering his position in the future. Next sentence: Consideration of a DEI staff member is ongoing.

Julia: Or quote Jake directly.

Steve: It will be captured in these minutes.

Julia: In section 10, upcoming meetings: we cancelled the March 18<sup>th</sup> meeting and should be reflected in the minutes.

Carrie: In section 11 shared thanks: did mention we will be approving in the next meeting, should say so in the minutes.

Amendments approved by Curtis and Jose.

passes unanimously (Bowen aye, Conry aye, Constantine aye, Elfenbein aye, Greene aye, Johnson aye, Miller aye)

V. FY22 Budget Discussion VOTE

# Mt. Greylock Regional School District

## Budget Overview

Thursday, March 25, 2021



### What Are We Working to Do With Our Budget?

- Serve students and increase opportunities for learning
- Continue better representing where costs actually happen
- Continue bringing more clarity, transparency, and understandability to the written budget itself
- Rethink and align (across the district) naming conventions to allow for better clarity
- Re-envision budgeting processes to be more focused on academic, social, emotional, and cultural competency goals
- Generally continue to increase the “rightness” of the budget in bureaucratic and human ways
- Maintain appropriate fund balances in revolving accounts that allow for flexibility for needs and responsiveness to the unexpected
- Build a highly predictable financial world for the towns we serve

### What Does Our School Budget Say?

- Our budget says:
  - We value the people who work directly with our students
  - We value and keep classrooms at the center of our efforts
  - We value recovery from a difficult year for our students, families, and staff
  - We understand that we serve students best when we infuse the budget with opportunities to become more culturally competent and build a better sense of belonging for all students, and make sure all students are represented in our curriculum, our materials, our approach to teaching and learning
  - We understand that students will return to school with needs that differ from any time in our history, and so social and emotional learning needs to be infused throughout our budget
  - We value as much clarity as possible in the ways we budget and where our towns' money actually goes

## New Investments, a Focus on Recovery and Growth

- Lanesborough Elementary School: School Social Worker
- Lanesborough Elementary School: Full Day Pre-K Teacher and Paraprofessional
- Williamstown Elementary School: Full Day Pre-K Teacher and Paraprofessional
- Lanesborough and Williamstown Elementary Schools: ELA Curriculum
- Elementary ELA Curriculum Renewal
- Mt. Greylock Regional School: School Social Worker (teaching position)
- Mt. Greylock Regional School: Student Resource Center Teacher
- Mt. Greylock Regional School District: Diversity, Equity, Inclusion, and Belonging Work and Planning
- Mt. Greylock Regional School District: Summer Programming

## New Investment Focus

### Diversity, Equity, Inclusion, and Belonging Work and Commitments

- We understand we must:
  - Emphasize the importance of listening
  - Help our school community develop the tools for engaging in productive listening and productive conversations
  - Facilitate those conversations across not only “school life” but in all aspects of life
  - Encourage the good that comes from a more actively communicative and supportive school community and the larger communities we serve
  - Engage with voices and build relationships with people outside of our school communities and local community to expand our experiences, awareness, knowledge and understanding

## New Investment Focus: *Response and Investment*

- Listening and Data Collection
  - April 2021-June 2021: we will make a concerted effort to invite students, staff, and families to share experiences and knowledge in settings that will allow the District as a whole to gather information that it can use to serve as a baseline for the work that the current effort and team will undergo.
    - We will use Zoom sessions and email communications to indicate the kind of conversations and information that we are looking to embrace.
    - We will conduct the conversations both in group settings and individually.
    - We will utilize surveys and other data collection tools.
    - We will put in place a variety of ways to give our community a sense of freedom in communicating, but also respecting privacy and confidentiality where appropriate.
    - We will engage the larger community in helping to envision a long-range plan, and plan for a future Director of DEIB work
    - We will produce a series of documents by early August that result from this work.

**Approximate Cost: \$30,000**

## New Investment Focus: *Response and Investment*

- Curriculum and Instruction
  - ELA curriculum selection and implementation process including professional development
  - MGRS Teaching-Social Worker
  - Lanesborough Social Worker



## DEIB Investment within the Budget

Description	FY21	FY22	Change
DISTRICT PROFESSIONAL DEVELOPMENT	\$15,000	\$60,000	↑\$45,000
LES SOCIAL WORKER SALARY	\$0	\$60,217	↑\$60,217
LES TEXTBOOKS	\$12,000	\$57,000	↑\$45,000
MG SOCIAL WORKER SALARY	\$63,553	\$126,981	↑\$63,428
WES TEXTBOOKS	\$32,500	\$110,000	↑\$77,500

## New Investment Focus: *New Investment Focus*

Full Day Pre-Kindergarten at Lanesborough Elementary School and Williamstown Elementary School (in addition to existing half-day programs)

- Our current census information indicates potential for 52 potential pre-K students looking for placement at Williamstown Elementary and 37 potential pre-K students looking for placement at Lanesborough Elementary
- The time is always right to make the very wisest short and long term investment a community or district can make--early childhood education
- This year seems particularly right as young children and families work to rebound from the past year
- Our intent is to offer this program free of charge
  - The District may count full day pre-k students as part of Chapter 70 student-calculations
  - Prioritize students with identified special needs
  - Prioritize students who most need programming, including four year olds with no previous pre-k experience

## PreK Investment within the Budget

Description	FY21	FY22	Change
LES SPEC. EDU. TEACHER SALARIES	\$292,725	\$366,036	↑\$73,311
LES SPEC. EDU. PARA WAGES	\$294,773	\$352,825	↑\$58,052
WES SPEC. EDU. TEACHER SALARIES	\$452,237	\$537,503	↑\$85,266
WES SPEC. EDU. PARA WAGES	\$306,223	\$284,618	↓\$21,605

## New Investment Focus:*New Investment Focus*

### Summer Learning Opportunities

- Summer programming at all three schools
  - Special Education--embedded in special Education Line Items
    - Full slate of educational programming at schools running from July 6 through July 30 and August 6
    - Camp Russell from July 6 to August 6 and August 20
    - Materials, personnel, and transportation budgets are included in line items
  - Regular Education and Special Education
    - MGRS--July 6 to August 6: approximately \$26,000
      - Math, History, English, Science, Languages (one week academies), Visual Arts (one week academies), PLATO, Acceleration Academy (grant funded)
      - In person
    - Lanesborough Elementary--July 6 to July 30: Approximately \$25,000
      - Core Area Subjects
      - Project Based Learning
    - Williamstown Elementary--July 6 to July 30: Approximately \$23,000
      - Core Area Subjects
      - Project Based Learning

We will continue to pursue grant funding opportunities for ongoing additional-learning opportunities. We view these summer expenditures as a one-time expense that we will not likely see moving forward.

## FY22 Summer Investment within the Budget, Part 1

Description	FY21	FY22	Change
LES, SPEC. EDU. SUMMER CONT SERV	\$ 15,000.00	\$ 16,000.00	\$ 1,000.00
LES SPEC. EDU. SUMMER FACULTY SALARIES	\$ 12,000.00	\$ 12,000.00	\$ -
LES SPEC. EDU. SUMMER PROGRAM TRANSPORTATION	\$ 4,000.00	\$ 9,000.00	\$ 5,000.00
LES SUMMER NURSE	\$ 4,000.00	\$ 4,000.00	\$ -
LES SUMMER OT/PT/SLP	\$ 3,500.00	\$ 12,750.00	\$ 9,250.00
LES SUMMER SPEC. EDU. PARA	\$ 3,500.00	\$ 18,700.00	\$ 15,200.00
LES SUMMER SPEC. EDU. TUTORS	\$ 3,000.00	\$ 3,200.00	\$ 200.00

## FY22 Summer Investment within the Budget, Part 2

Description	FY21	FY22	Change
MG SPEC. EDU. SUMMER SCHOOL/CAMP TUITIONS	\$ 15,500.00	\$ 17,000.00	\$ 1,500.00
MG SPEC. EDU. SUMMER TRANSPORTATION	\$ 4,080.00	\$ 4,080.00	\$ -
MG SUMMER OT/PT/SLP	\$ 2,500.00	\$ 11,000.00	\$ 8,500.00
MG SUMMER SPEC. EDU. PARA	\$ 3,000.00	\$ 12,000.00	\$ 9,000.00
MG SUMMER SPEC. EDU. TUTORS	\$ 3,500.00	\$ 3,500.00	\$ -
MG-SUMMER NURSE	\$ -	\$ 3,000.00	\$ 3,000.00
SPEC. EDU. SUMMER PROGRAM-FAC. SALARIES	\$ -	\$ 4,000.00	\$ 4,000.00

## FY22 Summer Investment within the Budget, Part 3

Description	FY21	FY22	Change
WES SPEC. EDU. SUMMER CONT SERV	\$ 11,000.00	\$ 13,000.00	\$ 2,000.00
WES SPEC. EDU. SUMMER TRANSPORTATION	\$ 4,000.00	\$ 4,000.00	\$ -
WES SUMMER NURSE	\$ 500.00	\$ 3,200.00	\$ 2,700.00
WES SUMMER OT/PT/SLP	\$ 3,500.00	\$ 12,200.00	\$ 8,700.00
WES SUMMER SPEC. EDU. PARA	\$ 4,500.00	\$ 11,600.00	\$ 7,100.00
WES SUMMER SPEC. EDU. TUTORS	\$ 3,000.00	\$ 6,700.00	\$ 3,700.00
WES SUMMER VAN DRIVER	\$ 1,100.00	\$ 1,100.00	\$ -

## FY22 Summer Investment within the Budget, Part 4

Description	FY21	FY22	Change
LES REG ED TEACHERS SALARY	\$ 943,867.60	\$ 1,050,860.91	\$ 106,993.31
WES REG ED TEACHERS SALARY	\$ 1,945,463.00	\$ 2,208,371.90	\$ 262,908.90
MG BUS ED/COMPUTERS FACULTY	\$ 162,367.20	\$ 137,404.92	\$ (24,962.28)
MG MATH FACULTY	\$ 540,758.00	\$ 552,073.63	\$ 11,315.63
MG SCIENCE FACULTY	\$ 496,498.00	\$ 545,516.12	\$ 49,018.12
MG SOCIAL STUDIES FACULTY	\$ 329,829.90	\$ 494,569.71	\$ 164,739.81
MG WELLNESS FACULTY	\$ 297,083.70	\$ 340,144.57	\$ 43,060.87
MG WORLD LANGUAGE FACULTY	\$ 413,360.00	\$ 386,374.19	\$ (26,985.82)

## What We Have Done

- Honor student needs
- Honor School Council work
- Honor the need for educators to have tools and materials that are appropriate
- Honor our need to learn, grow, and improve as an organization
- Prepare for future investments in DEI and B as we continue to increase our awareness, honor student and community voices, and consider future positions
- Strike the balance of using revolving funds to address needs, and maintaining an ability to respond to the unknown
- Provide a respectful, responsible, and sustainable financial plan to our member towns

Thank you for your consideration and thoughts during a challenging year.

Thank you for helping us to think through and consider how to approach recovery from that year, and for helping us always be reflecting on who we are, where we are, and how we most powerfully move forward together.



Photo courtesy of Teaching for Justice

<https://www.learningforjustice.org/>

Jose: Thanks as always for a thoughtful and effective presentation. Question is the DEIB parts of the proposed budget. From my understanding proposing an investment in consulting services that will help us define the role of the potential DEIB director. \$30,000 for facilitated professional development, tens of thousand for DEIB investment (textbooks, social salary support). Question: as we continue to engage in this work, try to improve our engagement, what is the outcome by which we / community can judge our success? What is the measurable outcome?

Jake: This one of the reasons I like the strategic planning approach as the community helps us identify these. In the absence of these, having the community express to you as the elected reps or the DIRE committee or the selectboard or to each other that the school district is listening, not just listening to check a box but to learn and improve – this is one of the outcome. Hearing from our students that our students who represent diversity in all its forms have a stronger sense of belonging, that all from the school comm to the superintendent to people who work with them daily are all aware / interested in making sure heard and feel as strong a sense of belonging as all others in the district is an outcome. Having our parents respond / students respond that something happened at school today and everything stopped and we talked about it. Or someone said I'm going to stop you hear in this conversation b/c that is not going to be allowed here, and here is why. I struggle here. We don't have a DEIB MCAS that gives us a thumbs up or down. Working together as a community we can have a sense of are we doing at all, and are we doing it correctly. Get a sense of what measures make sense. Don't have those answers now, but think can get there.

Jose: Quick follow-up: Probably going to be some skepticism / pessimism on our approach. Not going to judge if right or wrong, gets me back to putting ourselves / district in a position where we can honestly evaluate how effective our initiatives are. Already consulting with services, or considering. Many can also provide an independent oversight. Consider in future budgets an independent outside oversight. Someone / service who can evaluate if on the right track. Think it would help build confidence in our approach and ensure success.

Michelle: As a special ed teacher I make measureable goals all day. What is missing is our current level of performance. Where are we now? If cannot establish a baseline.... Just putting out there. Hard to quantify. Completely subjective. I want to be careful with this. I think the best measure is the students themselves. Do they feel comfortable / feel we are listening / taking action. They already have plans.

Julia: Start with a lot of gratitude for Jake and Joe, and to Jose and Michelle for thoughts on this important topic. Want the DEI and some other positions. Would like to understand how this plays out, costs will continue, want to know about sustainability and the impact on our reserves.

Michelle: Can you go over numbers in preK.

Joe: The FTE changes seeing are from FY21 actual (living in) to the FY22. Currently because of remote academy operating with one additional special ed working at both schools, so effectively a .5 increase at each school over what was budgeted for FY21. Moving to a full FTE position at each, but from where we are that is now a .5 over actual, a 1 over budgeted.

Carrie: The finance committee has looked at this today, have met twice before, we are ready to make a motion after Joe presents to support and after that can discuss.

Joe: Bigger picture financially.

	FY21				FY22				FY21 TO FY22
	MGRS	LES	WES	MGRSD	MGRS	LES	WES	MGRSD	
<b>Gross OPERATING Budget</b>	\$ 11,944,603	\$ 4,225,769	\$ 6,667,751	\$ 22,838,123	\$ 12,006,635	\$ 4,628,377	\$ 7,447,462	\$ 24,082,474	\$ 1,244,351
Less expenditures not subject to appropriation:									
Regular Tuition Income	\$ (758,850)	\$ (175,526)	\$ -	\$ (934,376)	\$ (758,850)	\$ (300,000)	\$ -	\$ (1,058,850)	\$ (124,474)
School Choice Transfer	\$ (245,000)	\$ (117,636)	\$ (225,745)	\$ (588,381)	\$ (245,000)	\$ (10,000)	\$ (250,000)	\$ (505,000)	\$ 83,381
Williams College Fund	\$ (200,000)	\$ -	\$ -	\$ (200,000)	\$ (200,000)	\$ -	\$ -	\$ (200,000)	\$ -
Grants	\$ (201,530)	\$ (199,900)	\$ (99,900)	\$ (500,430)	\$ (375,000)	\$ (315,000)	\$ (315,000)	\$ (1,005,000)	\$ (504,570)
Circuit Breaker	\$ (146,000)	\$ (120,000)	\$ (39,000)	\$ (305,000)	\$ (146,000)	\$ (150,000)	\$ (45,000)	\$ (341,000)	\$ (36,000)
Other Funds + Regionalization Aid	\$ (11,890)	\$ (20,000)	\$ (20,000)	\$ (51,890)	\$ (11,890)	\$ (20,000)	\$ (20,000)	\$ (51,890)	\$ -
<b>Net OPERATING Budget</b>	<b>\$ 10,381,333</b>	<b>\$ 3,593,607</b>	<b>\$ 6,283,106</b>	<b>\$ 20,258,046</b>	<b>\$ 10,269,895</b>	<b>\$ 3,833,377</b>	<b>\$ 6,817,462</b>	<b>\$ 20,920,734</b>	<b>\$ 662,688</b>
Less budgeted revenue:									
A. Chapter 70 Aid	\$ (1,769,941)	\$ (828,370)	\$ (987,063)	\$ (3,585,374)	\$ (1,747,195)	\$ (864,217)	\$ (973,063)	\$ (3,584,475)	\$ 899
B. Chapter 71 Transportation Aid	\$ (195,249)	\$ (91,381)	\$ (108,887)	\$ (395,517)	\$ (149,647)	\$ (74,020)	\$ (83,342)	\$ (307,009)	\$ 88,508
C. Charter Tuition Reimbursement	\$ (5,554)	\$ (2,599)	\$ (3,097)	\$ (11,250)	\$ (6,873)	\$ (3,400)	\$ (3,828)	\$ (14,101)	\$ (2,851)
D. Medicaid Reimbursement	\$ (25,000)	\$ (13,000)	\$ (11,000)	\$ (49,000)	\$ (25,000)	\$ (13,000)	\$ (11,000)	\$ (49,000)	\$ -
F. Transfer from E&D	\$ (240,000)	\$ -	\$ -	\$ (240,000)	\$ (240,000)	\$ -	\$ -	\$ (240,000)	\$ -
<b>Total Budgeted Revenue</b>	<b>\$ (2,235,744)</b>	<b>\$ (935,350)</b>	<b>\$ (1,110,047)</b>	<b>\$ (4,281,141)</b>	<b>\$ (2,168,714)</b>	<b>\$ (954,637)</b>	<b>\$ (1,071,234)</b>	<b>\$ (4,194,585)</b>	<b>\$ 86,556</b>
<b>Net OPERATING Assessments to Member Towns</b>	<b>\$ 8,145,589</b>	<b>\$ 2,658,257</b>	<b>\$ 5,173,059</b>	<b>\$ 15,976,905</b>	<b>\$ 8,101,180</b>	<b>\$ 2,878,740</b>	<b>\$ 5,746,229</b>	<b>\$ 16,726,149</b>	<b>\$ 749,244</b>
Lanesborough OPERATING Assessment	\$ 2,516,987	\$ 2,658,257		\$ 5,175,244	\$ 2,531,549	\$ 2,878,740		\$ 5,410,289	\$ 235,045
Williamstown OPERATING Assessment	\$ 5,628,601		\$ 5,173,059	\$ 10,801,660	\$ 5,569,631		\$ 5,746,229	\$ 11,315,860	\$ 514,200
<b>Gross CAPITAL Budget</b>	<b>\$ 1,898,356</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,898,356</b>	<b>\$ 1,497,675</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,497,675</b>	<b>\$ (400,681)</b>
<b>MGRS CAPITAL Apportionment</b>									
Lanesborough	\$ 586,592			\$ 586,592	\$ 466,541			\$ 466,541	\$ (120,051)
MGRHS - Williamstown	\$ 1,311,764			\$ 1,311,764	\$ 1,031,134			\$ 1,031,134	\$ (280,630)
<b>Total OPERATING + CAPITAL Assessment</b>									
Lanesborough				\$ 5,761,836			2.00%	\$ 5,876,831	\$ 114,995
Williamstown				\$ 12,113,424			1.93%	\$ 12,346,994	\$ 233,570

Differences now from two weeks ago are mostly from summer expenditures.

Keeping assessments to towns low by utilizing more tuition / choice in coming year.

	Start	Adopted FY21			End	Proposed FY22		
		Expenditures	Revenue			Expenditures	Revenue	End
<b>E&amp;D</b>	\$ 1,012,143	\$ 240,000	\$ -	\$ 772,143	\$ 240,000	\$ -	\$ 532,143	
<b>Tuition</b>	\$ 1,767,718	\$ 934,376	\$ 777,291	\$ 1,610,633	\$ 1,058,850	\$ 762,050	\$ 1,313,833	
<b>School Choice</b>	\$ 1,051,053	\$ 588,381	\$ 378,738	\$ 841,410	\$ 505,000	\$ 366,000	\$ 702,410	

Pulling out of the pandemic, covering a lot of one-time expenses, view this as a responsible way to move forward to help towns gradually introduce increases to assessments.

	FY21				FY22				FY21 TO FY22
	MGRS	LES	WES	MGRSD	MGRS	LES	WES	MGRSD	
<b>Gross OPERATING Budget</b>	\$ 11,944,603	\$ 4,225,769	\$ 6,667,751	\$ 22,838,123	\$ 12,006,635	\$ 4,628,377	\$ 7,447,462	\$ 24,082,474	\$ 1,244,351
Less expenditures not subject to appropriation:									
Regular Tuition Income	\$ (758,850)	\$ (175,526)	\$ -	\$ (934,376)	\$ (758,850)	\$ (300,000)	\$ -	\$ (1,058,850)	\$ (124,474)
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Williams College Fund	\$ (200,000)	\$ -	\$ -	\$ (200,000)	\$ (200,000)	\$ -	\$ -	\$ (200,000)	\$ -
Grants	\$ (201,530)	\$ (199,000)	\$ (99,900)	\$ (500,430)	\$ (375,000)	\$ (315,000)	\$ (315,000)	\$ (1,005,000)	\$ (504,570)
Circuit Breaker	\$ (146,000)	\$ (120,000)	\$ (39,000)	\$ (305,000)	\$ (146,000)	\$ (150,000)	\$ (45,000)	\$ (341,000)	\$ (36,000)
Other Funds + Regionalization Aid	\$ (11,890)	\$ (20,000)	\$ (20,000)	\$ (51,890)	\$ (11,890)	\$ (20,000)	\$ (20,000)	\$ (51,890)	\$ -
<b>Net OPERATING Budget</b>	\$ 10,381,333	\$ 3,593,607	\$ 6,283,106	\$ 20,258,046	\$ 10,269,895	\$ 3,833,377	\$ 6,817,462	\$ 20,920,734	\$ 662,688
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F. Transfer from E&D	\$ (240,000)	\$ -	\$ -	\$ (240,000)	\$ (240,000)	\$ -	\$ -	\$ (240,000)	\$ -
<b>Total Budgeted Revenue</b>	\$ (2,235,744)	\$ (935,350)	\$ (1,110,047)	\$ (4,281,141)	\$ (2,168,714)	\$ (954,637)	\$ (1,071,234)	\$ (4,194,585)	\$ 86,556
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Lanesborough				\$ 5,761,836			2.00%	\$ 5,876,831	\$ 114,995
Williamstown				\$ 12,113,424			1.93%	\$ 12,346,994	\$ 233,570

E&D: if have extra funds can move from one year to the next. Does have a limit, 5% of operating budget, cannot go over that, tuition and school choice do not have limits.

Carrie: not reporting any here as we have not had the E&D numbers certified, doesn't mean won't be but...

	Start	Adopted FY21			End	Proposed FY22		
		Expenditures	Revenue			Expenditures	Revenue	End
<b>E&amp;D</b>	\$ 1,012,143	\$ 240,000	\$ -	\$ 772,143	\$ 240,000	\$ -	\$ 532,143	
<b>Tuition</b>	\$ 1,767,718	\$ 934,376	\$ 777,291	\$ 1,610,633	\$ 1,058,850	\$ 762,050	\$ 1,313,833	
<b>School Choice</b>	\$ 1,051,053	\$ 588,381	\$ 378,738	\$ 841,410	\$ 505,000	\$ 366,000	\$ 702,410	

Joe: Cannot use our funds like this forever, but for 2-5 years can, hopefully just this and next year to move to the new updated form.



Town of Lanesborough might be interested in some of the one-time expenses, such as summer programs, and fund that not out of the assessment. So take the \$114,000 increase can explore with their finance committee to utilize \$60,000 in free cash from their town so not increasing their baseline assessment the full 2% but rather only about 1%.

Carrie: On behalf of the finance sub-committee, move to accept the proposed budget. If E&D is certified will use funds from there, if not from tuition and choice. Carrie moves, Julia seconds, the motion below.

**MOTION to accept the FY22 Mount Greylock Regional School District Budget, as presented, for the period from July 1st 2021 through June 30, 2022 in the amount of \$24,082,474 for the FY22 Operating Budget and \$1,497,675 for the FY22 Capital Budget.**

**Excess & Deficiency use in the amount of \$240,000 will be a part of the overall budget once the necessary funds are certified. If those funds are not certified, the District's use of the Tuition revolving account will be increased by \$240,000.**

**The FY22 combined operating and capital assessments to our member towns are as follows: The Town of Lanesborough: \$5,876,831 and the Town of Williamstown: \$12,346,994.**

Jose: What about funds Joelle applied for?

Jake: What Joelle applied for is money to support transition to new ELA program. Not paying for items. Not one of the priority school districts in the commonwealth. IF we receive or do not receive doesn't impact the budget just makes it more powerful in rolling out the new curriculum.

Julia: In a slide talked about a grant for the summer program. Don't know what will receive in additional covid funds. If receive....

Jake: If get summer school grant: able to run those acceleration academies a week before school starts. If don't still doing everything else. Doesn't impact the budget, just adds programming at five or six very strategic grades for students who would benefit from intensive week long...

Joe: if additional covid funds arrive: first option might be not to use as much tuition and choice so do not spend down as fast. Second option could be to increase programming or utilize funds in another way hopefully not too many after effects.

Julia: What might have helped me see is a three year plan, is that ever a matter of course, as hard to see the effect of one-time costs....

Joe: On a \$23,000,000 budget: normally rise at 1.5% a year from staffing, that's on the order of \$200,000+. Also our district is really only in its third year, so hard to do these comparisons, Jake and I are both new and just learning how to live with the FY21 budget that neither of us created, think we will exit in better financial shape than would have been projected, but at a disadvantage in predicting how will end FY21 / FY22 so can project out for FY23. If come to us in Nov/Dec will feel a lot better about FY23 and what that means for FY24.

Curtis: Line item questions. Administrative salary fluctuations at the district level. Lot of director positions in 1-3%, almost a 5% decrease in director of IT software....

Jake: new hire, replacing more senior.

Curtis: Likewise district HR went up about 10%.

Joe: underbudgeted in FY21. Plenty of areas where apples to apples do not look like apples to apples this year.

Curtis: WES/LES principal increases in line with each other, but MtG was a 10% increase and WES assistant principal a 15%.

Joe: FY21 budgeting, new contracts issued in June or July of 21 that were significantly different, we have double/triple checked those numbers, have not issued any contracts that are somehow novel or above/beyond what they were prior.

*Passes unanimously (Bowen aye, Conry aye, Constantine aye, Elfenbein aye, Greene aye, Johnson aye, Miller aye)*

Carrie: for when we leave zoomland: this is one of the few roll call votes, shows the importance of the budget for the school committee.

VI. Gift from Adams Community Bank to MGRS for 2021 Graduation VOTE

From Adams Community Bank:



Jacob Schutz, Principal  
Mt. Greylock Regional School  
1781 Cold Spring Road  
Williamstown, MA 01267

Dear Principal, Schutz:

The transition to distance learning has presented a challenge with keeping students connected through virtual platforms. At Adams Community Bank, we would like to recognize all the hard work you and your team of educators have put into keeping students engaged and hopeful throughout the process.

Students look forward to graduation to showcase their hard work. It is a time to look back on all their achievements, from inductions into the honor society, to playing in championship games, and everything in between. Knowing how much graduation means to staff members, students, and their families Adams Community Bank would like to present Mt. Greylock Regional School with a \$1,000.00 donation to help with the cost of your 2021 graduation ceremony.

During a school year filled with unprecedented challenges you have the support and appreciation of your community behind you. Your friends at Adams Community Bank are pleased to support your educational community. Thank you for all you are doing to make this graduation memorable and honorable for your students.

Sincerely,



Charles P. O'Brien  
President & CEO

Motion to accept by Julia, seconded by Carrie.

Note: have to vote to accept gifts, did thank them in last meeting, principal and team wrote a letter of thank.

*Passes unanimously (Bowen aye, Conry aye, Constantine aye, Elfenbein aye, Greene aye, Johnson aye, Miller aye)*

VII. Policy Subcommittee: Face Coverings Policy (EBCFA) update VOTE

## FACE COVERINGS

The District is committed to providing a safe environment as schools reopen during the COVID-19 pandemic. According to public health experts, one of the best ways to stop the spread of coronavirus and to keep members of our school community safe is the use of face masks or face coverings. Therefore, in accordance with guidance from the Center for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH), the following requirements are in place until further notice.

**Replace this paragraph:** A new or freshly laundered face covering that covers the nose and mouth must be worn by all individuals in school buildings, on school grounds and on school transportation, even when social distancing is observed. It is strongly encouraged that masks be either multiple-layer fabric face masks with a tight weave or paper surgical masks. All masks must fully cover both the nose and mouth. Studies indicate that bandanas, neck gaiters and buffs, and masks with exhalation valves are less effective at preventing droplet spread. Masks will be required for all ages.

**With:** A new or freshly laundered face covering that covers the nose and mouth must be worn by all individuals in school buildings, on school grounds and on school transportation, even when social distancing is observed. Masks must be either multiple-layer fabric face masks, including N-95 and/or KN-95 masks, with a tight weave, or paper surgical masks. Masks must fully cover both the nose and mouth. The following are not acceptable masks: bandanas, neck gaiters and buffs, and masks with exhalation valves. Masks will be required for all ages.

Individuals may be excused from the requirement for the following list of reasons, per CDC guidance:

The individual:

- has trouble breathing;
- is unconscious;
- is incapacitated;
- cannot remove the mask or face covering without assistance.

In addition, masks or face coverings will not be required for anyone who has a medical, behavioral or other challenge making it unsafe to wear a face mask or face covering. A written note from a physician is required for a requested exemption.

Additionally, face masks or face coverings will not be required when appropriate social distancing is enforced:

- during mask breaks;
- while eating or drinking;
- during physical education classes; (REMOVE)
- while outside. (REMOVE)

Exceptions to this policy under certain circumstances, such as for students with medical, behavioral or other challenges who are unable to wear masks, must be approved by the building principal in consultation with the school nurse or local Board of Health. Face shields or physical barriers may provide an alternative in some instances.

A student's mask or face covering is to be provided by the student's family. Staff members are responsible for providing their own face coverings. However, the district will supply disposable face covering for individuals who arrive at a building, or board school transportation, without one.

If students are in violation of this policy, the building principal will consult with the parent / guardians to determine whether an exception is appropriate, or the student may be removed from the school building for in-person learning until such time as they can comply with the requirement or the requirement is lifted.

Violations of this policy by staff will be handled in the same manner as other violations of School Committee policy.

Only visitors approved by Administration who are in compliance with this policy will be permitted to enter the school building during school hours.

This policy will remain in place until rescinded by the School Committee.

LEGAL REF.: Commonwealth of Massachusetts, COVID-19 Order No. 31 -

<https://www.mass.gov/doc/may-1-2020-masks-and-face-coverings/download>

REFS.: Center for Disease Control and Prevention – Considerations for Wearing Masks -

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>

Massachusetts Department of Elementary and Secondary Education – Reopening

Guidelines - <http://www.doe.mass.edu/covid19/>

Commonwealth of Massachusetts – Mask Up MA! –

<https://www.mass.gov/news/mask-up-ma>

CROSS REF.: JICA- Student Dress Code

SOURCE: MASC – August 2020

Carrie: move to approve revision to face covering policy EBCFA, Curtis seconds.

Julia: Noticed 'ALL' is missing in last spot.

Jake: Typo.

Julia: Put in all.

Julia: should there be a sentence saying masks will be required in physical education and when outside to emphasize they must be.

Jake: Fine with that if you believe brings more clarity, that's what we're aiming for.

Carrie: Fine with second. Don't think we need all.

Julie: Fine with not all.

Carrie/Curtis fine with amendment on clarity.

Curtis: List of potential exemptions: has trouble breathing – open to interpretation.... Is this trouble breathing in general or just when wearing a mask?

Jake: Agree that says just trouble breathing and not medically documented.

Joe: Given the paragraph that follows we can safely eliminate individuals may be excused so that only possible reason that stands is masks / face covering for medical / behavioral condition requiring a note. Would simplify the policy overall, still have the one situation that is an allowance.

Carrie: For some people can have an event that means they need to remove the mask for a short time.

Jake: Perhaps the written note from a physician covers the concern. Happy to run back by legal counsel, I feel this has us covered, given that folks are not looking for outlandish exemptions.

Joe: Take the individual and replace with 'in the event the individual' (proposed by Elea Kaatz)

*Passes unanimously (Bowen aye, Conry aye, Constantine aye, Elfenbein aye, Greene aye, Johnson aye, Miller aye)*

VIII. Finance Subcommittee Update

Carrie: want to thank Finance Subcommittee members, have met several times with Joe and Jake, been a really good process, lot of thoughtful conversations.

IX. Superintendent Updates: A. School Re-opening B. Tiered Monitoring Visit--Patrick Priester  
Patrick will talk about upcoming visit from DESE.

## INTRODUCTION TO TIERED FOCUSED MONITORING

- The Office of Public School Monitoring (PSM):
  - ✓ Works with school districts and charter schools to promote positive student outcomes by engaging in Tiered Focused Monitoring (TFM).
  - ✓ PSM monitors the implementation of special education and civil rights requirements to support improved and sustained outcomes for students in the Commonwealth.
  - ✓ All school districts and charter schools participate in the public school monitoring process every three years.
  - ✓ PSM refers to local districts and schools as Local Education Agency (LEA)

## WHAT IS TIERED FOCUSED MONITORING?

- Through the Tiered Focused Monitoring (TFM) process, PSM assigns each LEA to a specific tier based on level of need.
- PSM aligns support and resources to the LEA's level of need, focusing more intensely on those requiring the greatest support.
- Reports and corresponding technical assistance are designed to support LEAs in directing time and resources to activities that will improve student outcomes.
- Every LEA, in every monitoring tier, receives PSM support. This assistance includes general guidance, regional meetings, and district-specific support.

## WHAT IS A MONITORING CYCLE? WHICH ACTIVITIES ARE COMPLETED EACH YEAR?

- All LEAs undergo onsite monitoring every three years. Regularly monitored standards are divided into two groups, known as **Group A Universal Standards** and **Group B Universal Standards**. LEAs are monitored on an alternate set of Universal Standards every three years.
- The three-step review process includes the following:
  - Self-Assessment (Year 1 & Year 4)
  - Onsite Monitoring/Reporting (Year 2 & Year 5)
  - Continuous Monitoring (Year 3 & Year 6)
- LEAs complete a self-assessment the year prior to their on-site review.
- Both the self-assessment and PSM onsite monitoring will inform an **LEA's Continuous Improvement and Monitoring Plan (CIMP) or Corrective Action Plan (CAP)**, depending on the LEA's monitoring tier.
- LEAs develop and implement their CIMP or CAP at the completion of onsite monitoring.
- LEAs have 1 year to remedy any non-compliance.

## WHAT ARE THE MONITORING TIERS & HOW ARE THEY DETERMINED?

- **MONITORING GROUPS-** Group A Universal Standards and Group B Universal Standards are comprised of special education and civil rights criteria.

### **Group A Universal Standards (MGRSD is in Group A) Monitor criteria related to:**

- Student Identification
- IEP Development
- Programming & Support Services
- Equal Opportunity

### **Group B Universal Standards Monitor criteria related to:**

- Licensure and Professional Development
- Parent, Student & Community Engagement
- Facilities & Classrooms
- Oversight
- Time & Learning
- Equal Access

**Targeted Standards:** DESE has reserved a specific set of criteria, collectively known as Targeted Standards, employed only on an as-needed basis. If LEA or school level risk assessment data indicate there is a potential issue, the related criteria to that standard will be added to the review. Data sources include Problem Resolution System (PRS) complaints and School Safety and Discipline Reports (SSDR).

We are in group A

# MONITORING REQUIREMENTS BY GROUP

## GROUP A (MGRSD)

- Group A Universal Standards: Monitor criteria related to Student Identification; IEP Development; Programming & Support Services; and Equal Opportunity.
- Monitoring activities of Group A Universal Standards, include the following:
  - Data collection and submission for State Performance Plan (SPP) Indicators 11, 12, and 13
  - Student Record Review
  - Document Review in primarily Special Education with some Civil Rights criteria
  - Parent Survey
  - PAC Interview
  - Staff Interviews
  - When publicly reported data indicates that a Targeted Standard may be a concern, additional records will be selected for review

## GROUP B

- Group B Universal Standards: Monitor criteria related to Licensure and Professional Development; Parent, Student & Community Engagement; Facilities & Classrooms; Oversight; Time & Learning; and Equal Access.
- Monitoring activities of Group B Universal Standards, include the following:
  - Document Review in primarily Civil Rights with some Special Education criteria
  - Facility observations
  - PAC Interview
  - Parent Survey
  - Staff Interviews
  - When publicly reported data indicates that a Targeted Standard may be a concern, records will be selected for review

# MONITORING TIERS

## TIER ASSIGNMENT:

- The LEA monitoring process and subsequent technical assistance vary by monitoring tier.
- LEAs are assigned to a monitoring tier based on a risk assessment.
- The risk assessment is based on the LEA's designated DESE Accountability Level and special education determination along with risk factors, such as:
  1. Problem Resolution System complaint data
  2. Public School Monitoring report data

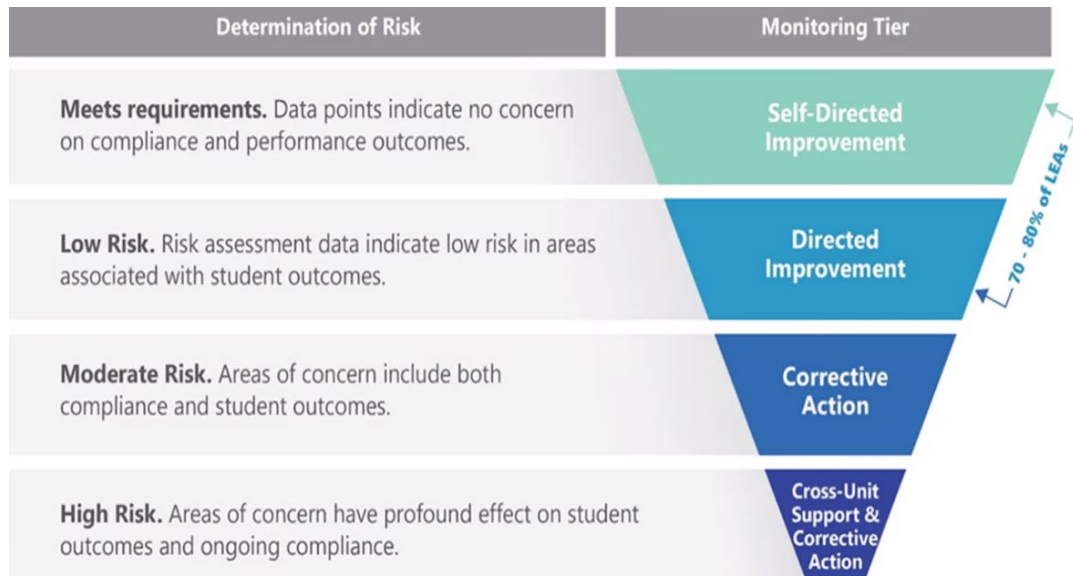
## MONITORING TIERS:

There are four monitoring tiers.

- 1) Self-Directed Improvement;
- 2) Directed Improvement;
- 3) Corrective Action;
- 4) Cross-Unit Support & Corrective Action

- LEAs in tiers one and two have been determined to have no or low risk.
- LEAs in tiers three and four have demonstrated greater risk.





## TFM Monitoring & Improvement Process

**DIRECTED IMPROVEMENT** (example): LEAs in this monitoring tier are considered low risk for compliance concerns. Risk assessment data indicate low risk in areas associated with student outcomes. Depending on where LEAs are in the monitoring cycle, they will either be assessed on Group A or Group B Universal Standards.

Self-Assessment Phase:

1. LEA completes self-assessment and submits to PSM

Onsite Monitoring/Reporting Phase:

2. PSM reviews self-assessment and conducts data collection through:
  - Parent surveys
  - Record review
  - Observations
  - Interviews

Continuous Monitoring Phase:

3. If areas of concern are identified:
  - PSM provides feedback to LEA prior to development of the Continuous Improvement & Monitoring Plan (CIMP).
  - LEA develops and implements CIMP within the prescribed timelines.
  - LEA submits written progress reports through WBMS.
  - PSM reviews written progress reports and monitors CIMP implementation.



# MGRSD TFM

MGRSD is in Group A (Special Education & Civil Rights)

MGRSD self-assessment began in fall 2019

- Self-assessment originally due in May 2020, delayed till fall 2021 due to pandemic.
- All self assessment data is submitted.

Onsite Monitoring/ Reporting phase in 2020-21 School year (Currently)

TFM Presentation to:

- MGRSD Administrative TEAM 2/8/21
- MGRSD Parent Advisory Committee TFM Orientation 3/4/21

Media Releases March 2021 (district website, eblast to families & announcement in Berkshire Eagle)

Email survey requests from DESE went out to families (March 2021)

Onsite records review & interviews will be conducted week of April 14

Our TFM Monitoring Specialist is Alaena Podmore

- W 413-314-6706 | 781-338-6706 | F 413-858-4597
- [Alaena.Podmore@mass.gov](mailto:Alaena.Podmore@mass.gov)

Jake: Thanks Pat for heading this up, lot of work, opportunity to learn about ourselves, give families a voice. Grateful to the state for doing this, grateful to Patrick and entire team for making a meaningful experience.

Looking forward to welcoming preK-6 to five full days of instruction on April 5<sup>th</sup>. Working hard to make real, in a way that is safe, core part of every educator is excitement, the very reason we do what we do.

April 28<sup>th</sup>, Wed, is the day for middle school to begin in person 5 days a week. We were on a zoom meeting with commissioner two days ago, etched in stone so planning on it. Has not said anything about high school students, that will come in April, guidance on graduation, singing, orchestra. Do not have a date from state for high school full time. Our vision is that we want our high school students back as quickly as possible, if not on the same day as the middle school students.... Will continue to work collaboratively with all.

Working for full in-person. Providing N95 masks for educators who want them, work to help educators get vaccinated, improving masking policy, continue to prepare classrooms / public spaces, plans for eating, traveling thru hallways. Part of lunch plan are use of tents at elementary schools.

Do continue to ask / borderline begging all in communities to remember so much of our ability to come back to school in safe ways depends on choices we make every minute of every day. Have the power to protect one another, can keep school fully in person, can live in more normal / routine ways. Can live in ways to allow kids to be kids. By masking, hand

washing, making responsible choices on activities / travel, how well follow guidelines when return from travel, this will determine how long we can stay in school in person. Can do this, can have school in person and keep community safe. Must act as good neighbors. Ask people to keep in mind as make choices.

Felt need to say something as a leader in the community: 18 people murdered in the last 10 days (Atlanta, Boulder). We grieve alongside families of these murdered individuals and their communities. Including all our Asian-American communities where many belong. Grieve with others lost, including victims of domestic violence, hate, .... We continue to hope and to demand that those in power are guided by valuing all people and insisting work as hard as can to correct historical wrongs. Hope and demand those in power educate selves and communities in ways that lead to real justice and peace, address trauma and not blame on people who have been for decades or generations.... Demand our heads are guided by self-reflection on our won roles and complicity, and our power to make change. Demand hearts guided by compassion for all, demand our hands put to work to bring about conditions where all feel justice and glow of peace, and all doing better by all. Thank you for allowing me a few minutes to address what has on a human level been a horrific few days in our nation.

- X. Upcoming meetings: A. Finance Subcommittee Meeting - April 8, 2021 at 4 PM B. School Committee Meeting - April 8, 2021 at 6 PM C. Finance Subcommittee Meeting - April 22, 2021 at 4 PM
- XI. Motion to move into Executive Session with intent to return to open session per M.G.L. Section 21(a)(3) to discuss strategy with respect to collective bargaining (Cafeteria Workers) as an open meeting may have a detrimental effect on the bargaining of the School Committee and the Chair so declares

Motion by Michelle, seconded by Julia.

*Passes unanimously at 8:10pm (Bowen aye, Conry aye, Constantine aye, Elfenbein aye, Greene aye, Johnson aye, Miller aye)*

- XII. Approve recommendation for leave VOTE  
Motion to approve the leave as requested be approved. Moved by Michelle, seconded by Steve.  
*Passes unanimously (Bowen aye, Conry aye, Constantine aye, Elfenbein aye, Greene aye, Johnson aye, Miller aye)*

XIII. Motion to adjourn

Moved by Michelle, seconded by Steve.

*Passes unanimously (Bowen aye, Conry aye, Constantine aye, Elfenbein aye, Greene aye, Johnson aye, Miller aye)*

Adjourned at 8:26pm

Minutes by Steven Miller, Secretary

**Approved 4.8.21**